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ABSTRACT

This annotated bibliography presents approximately 50 citations (1961-1974) dealing with early childhood education for the handicapped. References are arranged alphabetically by author's name within the following headings: overview of special education, integration, early childhood education, social factors, paraprofessionals, Head Start, communication development, parents, curricula and child development. Citations usually contain the author's name, title, source, date, pagination information and a brief evaluative abstract. (CL)

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THE AMERICAN ASSOCIATION FOR THE EDUCATION OF THE SEVERELY / PROFOUNDLY HANDICAPPED

Bibliography: Early Childhood Education for the Handicapped

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Overview - Special Education

Dunn, L. M. (Ed.), Exceptional children in the schools: Special education in transition, 2nd edition. New York: Holt, Rinehart, and Winston, 1973.

Gallagher, J. J. & Bradley, R. H. Early identification of developmental difficulties. In I. Gordan (Ed.), Early childhood education. Chicago: National Society for the Study of Education, 1972.

Article reviews screening devices during the last decade which have been developed for use with young children. It focuses on children with hearing handicaps, mentally retarded, emotional disturbance, and learning disabilities. Very useful chart of commonly used testing devices and their features, usefulness, sources of error.

Haring, N. G. (Ed.), Behavior of exceptional children: An introduction to special education. Columbus, Ohio: C. E. Merrill, 1974.

Discussion of definition and development of early childhood education within the area of special education. Good introduction to trends in this area. Good place to start for those unfamiliar with early childhood education and its development into a specialized field.

Kirk, S. A. Educating exceptional children. Boston: Houghton Mifflin Co., 1972.

Introductory textbook covering all categories of exceptionality. In addition to definitions and explanations, offers prominent views, frequency figures, and a thorough list of research and prominent names.

Robinson & Robinson. The mentally retarded child. New York: McGraw-Hill, 1965.

Introductory text in the field of special education. Includes such topics as: Etiology and Syndromes, Symptom Groupings among retarded children, Psychodiagnosis, to name a few. Great background information.

Integration

Pieper, E. Toward real integration. The Exceptional Parent, 1974, 4(4), 5-10.

Review of needs to integrate handicapped into regular classroom. For advanced persons interested in integration from a parent's perspective. Has specific suggestions.

Wylie, R. Integrating handicapped and non-handicapped preschool children: Effects on social play. Childhood Education, 1974, 50, 360-364.

Study concerns effect of integrating non-handicapped and handicapped on developing motivational interaction in activities for associative and cooperative play. Included data on interaction in play activities and structured play showing gains in cognitive and socio-emotional development.

Dealing with the Handicapped

Early Childhood Education

Allen, K. E. The acquisition of social skills in the young child. In N. G. Haring (Ed.), Behavior of exceptional children: An introduction to special education. Columbus, Ohio: C. E. Merrill, 1974.

Deals with development of social skills from birth to age 8. Good section with questions focusing on how the child interacts with adults and other children, and his own self-management skills. Emphasis on careful observation for early warning signals to developing problems, and on an interdisciplinary approach to remediation. Good introduction for those without any background in this area.

Allen, K. E. Behavior modification: What teachers of young exceptional children can do. Teaching Exceptional Children, 1972, 4(3), 119-127.

Discussion around case studies to show how special education teachers can effect changes in children's behavior. For intermediate interest in special education.

Allen, K. E., Rieke, J., Dmitriev, V., & Hayden, A. H. Early warning: Observation as a tool for recognizing potential handicaps in young children. Educational Horizons, 1971-1972, 50, 43-55.

Practical and theoretic discussion of the role of the teacher in diagnosing potential handicapping conditions in young children. For advanced interest in special education and child development.

Bernabei, R. & Leles, S. Behavioral objectives in curriculum and evaluation. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1970.

If "behavioral objectives" are new to you, this book will require a good bit of attention. It is short, thorough, precise, and practical. It offers opportunity to practice what you are reading, so that at completion you should be able to write analytical and precise behavioral objectives. Available in paperback.

Bijou, S. W., Peterson, R. F., Harris, F. R., Allen, K. E., & Johnston, M. S. Methodology for experimental studies of young children in natural settings. The Psychological Record, 1969, 19, 177-210.

Theoretical and practical discussion of procedures to study the behavior of children outside the laboratory. For advanced interest in experimental design.

Dmitriev, V. Motor and cognitive development in early education. In N. G. Haring (Ed.), Behavior of exceptional children: An introduction to special education. Columbus, Ohio: C. E. Merrill, 1974.

Discussion of motor and cognitive development and goals for achievement for children from birth to age 8, with an emphasis on systematic observation of behavior as an important method for early identification of problems. Emphasis on an interdisciplinary approach to remediation. Selected case studies are very helpful in illustrating points discussed. Good chapter for those with limited experience in working with young children.

Rosenthal, R. & Jacobson, L. Pygmalion in the classroom: Teacher's expectations and pupil development. New York: Holt, Rinehart, and Winston, 1968.

Social Factors

Bransford, L. S., Baca, L., & Lane, K. (Eds.), Cultural diversity and the exceptional child. Council for Exceptional Children, Reston, Virginia, 1973.

Primary objective of this report is to provide the reader with an understanding of the particular needs of the handicapped children in minority families.

Faber, B. Mental retardation: Its social context and social consequences. Boston: Houghton Mifflin Company, 1968.

Mental retardation is viewed in a sociological perspective. Included is a discussion of techniques for determining prevalence, social factors in prevalence, consequences of labeling, parent groups, and residential institutions.

Farber, B. & Levis, M. Compensatory education and social justice. Peabody Journal of Education, January 1973, 85-96.

A theoretical analysis of compensatory education as to why it does not work. For special educators who work with disadvantaged. Description of child advocate approach.

Paraprofessionals

Karnes, M. B., Teska, J. A., & Hodgins, A. S. The successful implementation of a highly specific pre-school instructional program by para-professional teachers. Journal of Special Education, 1970, 4, 69-80.

Covers the implementation of an in-service program for paraprofessionals for teaching academic curriculum in pre-school instructional programs. Results showing that paraprofessionals can do work as professional teachers with in-service training being sustained.

Todd, V. E. The aide in early childhood education. New York: McMillan, 1972.

A very practically oriented book that could help parents too. It has a lot of ideas to try and specifically is a handbook for aides in a preschool. Sort of a crash course in the appropriate ways to approach the education of young children.

Head Start

Bromfenbrenner, U. Summary of a report on longitudinal evaluations of preschool programs. Vol. II: Is early intervention effective? Department of Health, Education, and Welfare, No. (OHD) 74-75, 1974.

Caldwell, B. M. A decade of early intervention: What have we learned? American Journal of Orthopsychiatry, 1974, 44(4), 491-496.

Traces the historical development of early intervention programs from 1964 to present. For any level interest in early childhood. Gives suggestions in light of past experience.

Gordon, I. J. (Ed.), Early childhood education: The seventy-first yearbook of the National Society for Education. Chicago: The University of Chicago Press, 1972.

Payne, J. S., Cegelka, W. J., & Cooper, J. O. Head start: Yesterday, today, and tomorrow. Training School Bulletin, 1971, 68(1), 23-48.

Historical and practical discussion of Head Start programs. For beginning to intermediate interests in Head Start and early childhood education. Includes suggested criteria for evaluating programs.

Richmond, J. B. The state of the child: Is the glass half-empty or half-full? American Journal of Orthopsychiatry, 1974, 4(4), 484-490.

Historical examination of the state of the child with offered prescriptions. For any level interest in child welfare.

Communication Development

Dale, P. Language development, Chapter 1.

A relatively simple presentation and explanation of language structure. Introduces reader to linguistic competence or the set of principles one must have in order to speak a language, and transformational grammer as opposed to simply phrase structure grammer, in order to have a more appropriate model of language structure.

Hedrick, D. L. & Prather, E. M. A behavioral system for assessing language development. In R. L. Schiefelbusch (Ed.), Language of the mentally retarded. Baltimore: University Park Press, 1972.

Report on a preliminary study to define and develop a system for evaluating children's language in order to identify a starting place for training (for those with problems) on a hierarchy of language behabiors. Includes presentation of a language model based on receptive and expressive functions, as well as tables of receptive and expressive developmental test items based on their preliminary study. (This article is included in this bibliography because it deals with the normal sequence of language development as a means of dealing with language problems, and does not deal exclusively with deviant language patterns.)

Hopper, W. & Naremore, R. C. Children's speech: A practical introduction to communication development. New York: Harper & Row, 1973.

Explanation of the language acquisition process with reference to the areas of phonology, syntax, semantics, and pragmatics, with discussions of how children apply these concepts to communication. A good place to start for those with no background in language development. A list of suggested readings at the end of each chapter provides sources of more detailed information.

Rieke, J. Communication in early education. In N. G. Haring (Ed.), Behavior of exceptional children: An introduction to special education. Columbus, Ohio: C. E. Merrill, 1974.

This article discusses methods of communicating and ways the teacher can diagnose and remedy language problems. She describes a classroom procedure and how it can facilitate language. She emphasizes the importance of early intervention. An excellent article for those involved with young children.

Parents

Barnard, K. E. & Powell, M. L. Teaching the mentally retarded child: A family care approach. St. Louis: C. V. Mosby, 1972.

Although the title implies otherwise, this book provides a good guide to the normal range of development from birth to age five in the areas of motor skills, self-feeding, toileting, dressing skills, and play. Within this framework, the book presents practical suggestions for dealing with problems which may arise in these areas with the mentally retarded child. A good place to begin for those unfamiliar with child development.

Dorenberg, N. Parents as teachers of their own retarded children. In J. Wortis (Ed.), Mental retardation: An annual review, 1972.

Chapter reviews a number of direct and indirect training approaches used to train parents to become effective teachers of their children.

Krumboltz, J. D. & Krumboltz, H. B. Changing children's behavior. Englewood Cliffs, New Jersey: Prentice-Hall, 1972.

Curricula

Bereiter, C. & Englemann, S. Teaching disadvantaged children in the preschool. Englewood Cliffs, New Jersey: Prentice-Hall, 1966.

Chapter 1: The need for a new kind of preschool for disadvantaged children; discusses how disadvantaged children are seriously

behind other children in developmental levels by age 3 or 4 and that preschools have to try and make up for lost time. Therefore, preschools have to try radically new approaches to try and come up with some way to cram in all the entering skills needed for first grade. It shows how middle class nursery school approaches actually are not helpful at all for disadvantaged children.

Connor, F. P. & Talbot, M. E. An experimental curriculum for young mentally retarded children. TC series in special education. New York: Teachers College Press, 1970.

This curriculum report is a description of a special education program for preschool educable mentally retarded children, together with an account of its development in experimental classes in New York City. The curriculum guide section has subcategories on intellectual development, imaginative and creative expression, social development, manipulative development, gross motor development, emotional development, and self-help which contain 190 items arranged in five-point developmental scales for the teacher to use in viewing teaching-learning processes. A 69-item reference list is included. Suitable for the classroom teacher. Practical, applied knowledge.

Cratty, B. Perceptual and motor development in infants and children. Los Angeles: McMillan Company, 1970.

This book gives an overview of the influence of perception on fine and gross motor development. It discusses how perception of form and shape, perception of motion or movement, body image and self-concept could influence movement performance. Cratty also examines the perceptual-motor training programs of Kephart, Doman-Delacato, and Getman.

Detrick, N. A teacher's reference to preschool materials. In R. Reger (Ed.), Preschool programming of children with disabilities. Springfield, Illinois: 1970, 123.

Looks at perceptual motor development disabilities and special problems involved. Guidelines are given to allow child to function at the associative level; relationship on motor performance is discussed.

McFadden, D. N. (Ed.), Early childhood development programs and services: Planning for action. Columbus, Ohio: Batelle Memorial Institute, 1972.

Moore, C. (Ed.), Preschool programs for handicapped children: A guidebook for the development and operation of programs. Regional Resource Center for Handicapped Children, Center on Human Development. Eugene, Oregon: University of Oregon Press, 1974.

Schattner, R. An early childhood curriculum for multiply handicapped children. New York: John Day Company, 1971.

This book describes a curriculum that enhances and encourages the development of as many experiences for the multiply handicapped child as possible--getting the children out doing things that their handicaps would ordinarily stop them from doing. It encompasses all types of activities and emphasizes the need for varied and intensive stimulation for the child.

Wolinsky, G. Some thoughts on curriculum development for very young handicapped children. Education of the Visually Handicapped, 1972, 4, 112-119.

Theoretical concepts in developing curriculum for preschool children, including development of a unique formal program to serve the child within a specified period of time. Suggestions are given for models to affect cognitive learning and relationship design within the classroom setting.

Responding to individual needs in Head Start: A Head Start series on needs assessment. DHEW Publication No. (OHD) 75-1075.

Child Development

Bettelheim, B. The empty fortress: Infantile autism and the birth of the self. New York: The Free Press, 1967.

This book describes the nature, origin, and treatment of infantile autism, with consideration of the child's world of encounter and case histories. The dynamics of autism, including the dialectics of hope, the decline of the self, and the craving for order are presented. Case histories are given as well as the views and beliefs of other scientists on the etiology, treatment, and nature of infantile autism. An extensive bibliography is included. Theory. Suitable for professionals in child-care and graduate students.

Birch, H. G. & Gussow, J. D. Disadvantaged children: Health, nutrition, and school failure. New York: Harcourt, Brace, and World, 1970.

Comprehensive treatment of the interrelated and mutually reinforcing problems of poor health, poor nutrition, and failure in school among low-income people in the United States. Reviews some current research on nutrition and cognitive abilities. Extensive bibliography; well indexed.

Bronfenbrenner, U. Two worlds of childhood--U.S. and U.S.S.R. New York: Pocket Books, 1970.

The author makes comparisons between American and Soviet education that clearly illustrates the basic methods in each country. Interesting reading.

Bronfenbrenner, U. A summary of the Bronfenbrenner report: A report on longitudinal evaluations of preschool programs. Vol. II: Is early intervention effective? Department of Health, Education, and Welfare, No. (OHD) 74-75.

Provides a summary of the research results regarding the effectiveness of early intervention programs and the utility of parent-child programs.

Evans, E. D. Contemporary influences in early childhood education. New York: Holt, Rinehart and Winston, Inc., 1971.

History and development of nursery schools and kindergartens.

Hunt, J. M. Intelligence and experience. New York: The Ronald Press 1961.

Examines historical roots of the assumptions of fixed intelligence and of predetermined development and the evidence that was interpreted to support them. A reinterpretation of the concept of intelligence.

Landreth, C. Early childhood: Behavior and learning. New York: Alfred A. Knoff, 1967.

Attempts to give a balanced presentation of what is known about behavior and learning in early childhood. Historical perspectives to current directions in the study of young children's behavior are included. Good introduction to the field of early childhood.

LeFrancois, G. R. Psychological theories and human learning: Kongor's report. Monterey: Brooks/Cole Publishing, 1972

Discussion of various learning theories and the corresponding theorists (past and present) including early behaviorism, neo-behaviorism, gestalt, and cognitive-field psychology, cognitivism.

Le Francois, G. R. Of children: An introduction to child development. Belmont, California: Wadsworth Publishing Company, 1973.

Mussen, P. H., Conger, J. J., & Kagan, J. Child development and personality. New York: Harper Row, 1969,

Examines development and personality from conception through adolescence. Does a good job in interrelating the various factors in the socialization processes. Good general child developnent text.

Spodeth, B. Need: A new view of kindergarten education. Childhood Education, 1973, 49(4), 191-197.

Spodeth attempts to awaken the educators to the kindergartens by providing them with a historical review of the seven major roles that kindergartens have played in the last one hundred years.